

**SEAP Meeting Summary**  
**SpringHill Suites by Marriott Boise ParkCenter**  
**April 5, 2011**

<b>Panel</b>	SEAP All Panel Meeting	<b>Date</b>	April 5, 2011
<b>Location</b>	SpringHill Suites by Marriott Boise ParkCenter Selway Meeting Room 424 East ParkCenter Boulevard Boise, ID 83706		
<b>Chair</b>	Jodi Schilling	<b>Recorder</b>	Jan Gaylord

**Voting Members – (present at meeting X, absent at meeting left blank)**

	Valerie Burgess		Bruce Christopherson		Thomas Falash	X	Amanda Holloway
	Casey Moyer		Sarah Noble	X	Judy Randleman		Glenda Rohrbach
X	Jodi Schilling	X	Karen Seay	X	Dennis Toney		

**Non-Voting Members – (present at meeting X, absent at meeting left blank)**

X	Richard Henderson	X	Matt Hyde				
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**Presenters**

John Carter	Idaho State Department of Education	PBIS Idaho, Project Coordinator
Richard Henderson	Idaho State Department of Education	Special Education Director
Dr. Melanie Reese	Idaho State Department of Education	Dispute Resolution Coordinator
Jean Taylor	Idaho State Department of Education	Special Education Coordinator

**Handouts**

**Richard Henderson - Special Education Director**  
Special Education Advisory Panel 04-05-2011

**John Carter – PBIS Idaho, Project Coordinator**  
PBIS Idaho: Project Update

**Dr. Melanie Reese – Dispute Resolution Coordinator**  
Report on Idaho IDEA Dispute Resolution (Spring 2011)  
Facilitation Summary Report 2010-2011

**Jean Taylor - Special Education Coordinator**  
Trends in Idaho Special Education – February 1, 2011

**Panel Information**  
SEAP Agenda  
SEAP Meeting Schedule  
SEAP By-laws and Operating Guidelines  
SEAP Membership List  
SEAP Meeting Summary February 2011  
Travel Expense Reimbursement Information & Form  
SEAP Membership Application  
Special Education Advisory Panel (SEAP) brochure

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**Agenda Items**

**Welcome - Introductions**

Jodi Schilling  
*SEAP Chairperson*

Jodi welcomed everyone. This is our last meeting for the 2010-2011 year, and Jodi's last meeting as 2010-2011 Chairperson for SEAP. Presenter John Carter was introduced as the PBIS Coordinator for Idaho.

**Review and Approve February 2011 Meeting Summary**

Jodi Schilling  
*SEAP Chairperson*

The February 2010-2011 Minutes were reviewed. Amanda moved to approve the minutes, and Karen seconded the motion. Minutes were approved.

**Review Agenda**

Jodi Schilling  
*SEAP Chairperson*

Jodi reviewed today's Agenda. SEAP is a stakeholder group working with special education kids in an advisory role. Matt informed us Rich Henderson would be attending our meeting from Noon – 2 pm.

**PBIS**

John Carter  
*PBIS Idaho, Project Coordinator*

The SEAP panel member introductions were given to John:

- Amanda Holloway is a parent of a child with disabilities and works for Idaho Council on Developmental Disabilities.
- Dennis is hearing-impaired and a parent of 2 children with disabilities. He works at Idaho State University.
- Matt Hyde is the SDE Parent Involvement Coordinator.
- Jodi Schilling is a parent of 4 children - 2 children have disabilities. She is also a Fruitland School teacher.
- Jan Gaylord is the Administrative Assistant for Matt Hyde and for Lester Wyer (Funding and Accountability Coordinator).
- Karen Hyde is the SDE Coordinator for Title I and Homeless Education. She represents McKinney-Vento on the panel.
- Judy Randleman works for Northwest Children's Home.

John Carter began his PowerPoint presentation on PBIS. He will update us on the PBIS program changes and will discuss School-Wide Supports and Individual Student Supports.

The PBIS Idaho Mission statement focuses on evidence-based practice, sustainable implementation, and internal capacity development.

John outlined the differences between the Two Systems of Support – Individual Student Support and School-Wide Support. They are now looking at the School-Wide Supports as a unit to review.

The Individual Supports vision focuses on helping behaviors of the student and building function-based supports. The goal is to install practices and close the implementation gap. Building Individual Support capacity consists of more time on-site, training, developing skills, and developing systems. The focus is function-based and matched to student need. It involves developing an individualized supportive context across the student's day (prevention, teaching, reinforcing). The goal is to help schools implement the smallest change with the biggest affect.

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The PBIS Idaho Intensive Support Process consists of 7 systematic support phases with the **Red** ones as key pieces:

1. **Application**
2. Phone Interviews (Functional Tier 1 assessment)
3. **Tier 1 Assessment** & Improvement Supports
4. **FBA** Data Collection Training & Supports
5. **BSP** Planning Supports
6. **Implementation** & Training Supports (Implementation is longest)
7. **Sustainability** Planning (The action plan integrates practices).

The Individual Support timeline involves 3 days to complete the interviews and assessment phases, 1 week of data collection determined by the team, a long period implementing it into practice, then sustainability time to provide the support to all students.

Participating schools in the Individual Support process need to consider that it requires a commitment to 4 ½ total days of release time for training of team leader, and the teacher must agree to the universal supports.

The direction of Individual Supports is to merge into systematic supports (SDE plan, improved impact, sustained practice change).

- Judy asked if John saw Individual Supports going away entirely. John said students are responding dramatically, and they are seeing a huge impact. We will probably continue to get federal funding for Individual Supports, which is funded through special education dollars.
- Dennis asked for examples of training. John gave examples of training:
  - How to define behavior and how to use tools for functional behavior data collection.
  - Functional communication training (Implementation phase).
- Dennis asked if they are working to change behavior of student OR working to change behavior of teacher. John said they are looking at changing environmental factors to change the behavior of the teacher.
- Dennis mentioned using the reward system with peers.
- John brought up the importance of building universal practices and having them in place so a determination can be made on what is needed.
- Melanie asked if behavioral supports in K-6 are the same so all teachers have the same processes. John emphasized teaching a practice as opposed to a curriculum: Teach practice, recognize changes needed, and build system based on that. Melanie summarized that the reward system is different, but the practice is the same.

Judy had a concern for School-Wide and Individual Support needs. John said we would have funding for Individual Support until we can figure out how to move to the School-Wide model.

On building prevention capacity, PBIS is considered a research-based practice nationally. The major focus of PBIS Idaho is School-Wide Positive Behavioral Interventions and Supports (SWPBIS) and AKA-Behavioral Response to Intervention.

There is a connection between academic problems and behavioral problems. The question is “Which comes first?”

John reviewed the *Outcomes for Students Entering School* chart showing the connection between high/low social skills and high/low reading skills.

The *Pyramid* slide was reviewed. The goal of School-Wide Supports is recognizing the importance of implementing practices in all settings.

- Tertiary Prevention (function-based support, wraparound services, person-centered planning). *Top of pyramid.*
- Secondary Prevention targets group interventions (check in/out, peer-based supports, social skills club).
- Primary Prevention (parent engagement, effective instruction, acknowledging desired behavior, proactive SW discipline, teaching SW expectations). *Bottom of pyramid.*

Kennedy Middle School is an example of a school using School-Wide Supports:

- There were 850 less office discipline referrals & 25 suspensions.
- Dennis asked if behavior change continued through high-school. John stated more research is needed given the different reinforcements going on in high school. In a perfect world, all schools should be using SW practices.
- Savings in Administrative Time for the school was 29 days.
- Savings in Student Instructional Time was 121 days.

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John reviewed the *Percent of Students meeting DIBELS Spring Benchmark* slide. Looking at Cohort 1, more students are meeting the benchmark by the 6<sup>th</sup> year.

John reviewed the *Examining the Effects of SWPBIS on Student Outcomes* slide. There were different achievement rates. The Light bar did NOT receive School-Wide system changes, and the Dark bar received School-Wide system changes. Struggling students need the school to do the right practices in addition to figuring out a plan for students to gain academic and behavioral improvements.

The 4 PBS Elements (systems, practices, data, outcome) provide support of:

- Student behavior
- Staff behavior
- Social competence & academic achievement
- Decision making.

John covered the *Idaho Elementary School* slides on Office Discipline Referrals (ODRs). In comparison to the 2008-2009 school year, major office discipline referrals decreased by 71% in 2009-2010. And ODRs per month showed a decrease in 2010-11 from the previous year, well below the national trend for schools. Check in/Check out was tracked for 11 students.

The Silver Sage Elementary School had a self assessment on how well they are doing. It showed the better we do on implementing PBIS, the less discipline issues there are.

For Academic Achievement, in comparison to the 2008-2009 school year, the percent of students meeting proficiency in reading and math increased for 2009-2010.

The percentage of students scoring Proficient or Advanced on the ISAT also improved.

Suspensions were reduced from 17 in 2008-2009 to 5.5 in 2010-11.

Meridian Middle School had a great turnaround story

- Expulsions reduced by 100%. 533 hours of instructional time and 61 hours of Administrative time were saved with the decrease in Expulsions and Out of School Suspensions (OSS) for 2010-2011, resulting in academics increasing.
- 73% of students participated in Check in/Check out.
- The sum of average daily referrals by month dropped substantially from October 2010 to January 2011.

The Google Motion Chart showed as schools improve practices, office disciplinary problems are reduced.

School-Wide Support is changing drastically. The project direction is doing more with less, and it is in the planning and collaboration stage:

- Tier 1 – District capacity and critical skill training for all schools
- Tier 2 – Intervention awareness trainings and triage service
- Tier 3 – Individual support for critical cases.

Training opportunities and resources are on the Idaho Training Clearinghouse website [www.idahotc.com](http://www.idahotc.com).

More information can be obtained by calling the Statewide Special Education Technical Assistance (SESTA) contacts: Gina Hopper or Carol Carnahan.

The PBIS project does not use the Idaho System for Educational Excellence (ISEE) because the system does not track behavioral data.

For more specific information, go to the PBIS Idaho website:

<http://csi.boisestate.edu/pbis>

or contact John Carter:

[johncarter@boisestate.edu](mailto:johncarter@boisestate.edu)

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Jodi asked how the training was going to happen. John explained they are in the planning stage, and it is going to be a mix of online and face-to-face training on critical skills. They will start with the schools on evaluating practices, and then determine what to do with the information.

Jodi asked if there will be an evaluation process by district because the needs are different by district. John said the system changes need buy-in from the districts, and they will be looking at a mixture of need and change from the top.

Melanie asked how PBIS fit in with SESTA. John said the PBIS project home was Boise State University to make certain the project direction continued to be acceptable to the state. Karen commented that SESTA is all related to special education.

Jodi asked if the focus was individualized or generalized for special education students with severe behavioral issues. John said the focus is on the student, but also using best practices. The intervention for the student would be the same, but how we get there is individualized.

Amanda asked if PBIS would reduce self-contained classrooms. John said the hope is that it would reduce self-contained classrooms. The support staff and teachers need to be trained and the systems built. Teachers in School-Wide Support schools are generally regarded by other teachers as being better teachers.

**Dispute Resolution**

Dr. Melanie Reese

*Dispute Resolution Coordinator*

Melanie Reese updated us on Dispute Resolution. She covered the *Report on Idaho IDEA Dispute Resolution* handout.

- The contractors in Regions I – VI in Idaho are Facilitators, Mediators, Complaint Investigators, and Hearing Officers.
- New contractors have been added since our last update.
- Most of the work done is in the Treasure Valley area.
- For 2010-2011, there was an increase in Facilitation requests (53) and Mediations (10) and a decrease in State Complaints (7) and Due Process Hearings (4).
- The Facilitation locations are in Regions I – VI, Mediations locations are in Regions I – V, Complaint locations are in Regions I – III, VI and the one Hearing location for all hearings is in Region III (Meridian/Boise area).

Melanie also reviewed a handout showing report logs with status and outcomes:

- Facilitation Summary Report 2010-2011
- Mediation Summary Report 2010-2011
- Complaint Summary Report 2010-2011
- Hearing Summary Report 2010-2011.

Amanda had a question about a DENIED complaint on the Complaint Summary Report, and Melanie said it was insufficient so that is why the complaint was DENIED.

Judy mentioned a director who was uncomfortable having a colleague involved with a Complaint Investigation. The person involved had a financial impact on that district. Melanie said it shouldn't be a conflict of interest, and a director should call Melanie about any legitimate conflict of interest. Perception is everything. Jean added that, in her experience, any person with a conflict of interest pro or con is removed.

Karen asked what the Facilitation meetings are generally about. Melanie explained Facilitations are usually IEP-related and have no timelines. With Mediations, a mediator must be appointed by the SDE within 3 business days and the process completed within 21 calendar days. With Complaints, there is a 60-day timeline from the day of receipt; upon special circumstances this due date can be extended but is VERY rare. With Hearings, a hearing officer must be appointed by the SDE within 10 calendar days of receipt. A Resolution Meeting must be scheduled within 15 calendar days of receipt (unless the District filed the hearing, then a Resolution Meeting is not required). In the case that resolution is not achieved during this meeting, the 45-day timeline begins the day after this meeting occurs or is waived. About half of our Hearings are granted extensions. Timelines for an expedited hearing are different.

Jean commented that we are good with the deadlines.

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Melanie referred to the Facilitation Summary Report for the Jerome case that was Closed (which is rare). In that case, the district requested a Facilitation, the Facilitation was setup, but the parent was sent to prison, and the student went to different school.

Most Facilitations are successful, ending with IEPs. Most Mediations end in agreement.

What's on the horizon for Dispute Resolution?

- Hearing Officer Training (June 7-8)
- Complaint Investigator Training (June 9)
- Independent Study of Best Practices and Report for Improvements
- Facilitator Training (August?)
- Special Education Law Conference (April 30-May 4)
- National Symposium for Dispute Resolution in Special Education (October).

Facilitator Training is coming up. Facilitators are mentored by seasoned individuals.

Cassandra is researching best practices used in different states and will report on what we can implement within our process. One is best practices for Parent Involvement to implement with Matt.

Jean asked what the hottest topic in Idaho is. Melanie said pre-determination at IEP meetings is an issue. And, timeline is sometimes an issue, such as having an IEP meeting on time.

Judy asked if we are increasing or decreasing in Facilitations. Melanie said we have more Facilitations than Complaints and Hearings.

**SPP/APR**

Jean Taylor

*Special Education Coordinator*

Jean covered the *Trends in Idaho Special Education* presentation, showing how the State is doing. The objectives are:

- To review the Federal Requirements regarding the priority indicators included in the State Performance Plan (SPP) and Annual Performance Report (APR)
- To provide information about Idaho's Special Education performance and trends
- To share the goal of improving outcomes for students with disabilities.

(SWD = Students With Disabilities; LRE = Least Restricted Environment; AYP = Adequate Yearly Progress)

*SWD Graduation Rate* is improving. The data was clean for 2008-2009 showing 88.8% of our kids are graduating. The formula used is *special education graduates / special education graduates + dropouts*.

*SWD Dropout Rate* is improving (going down). The data is becoming cleaner. We are at a better rate than the nationwide rate for both dropouts and for graduates.

*SWD – ISAT Participation* is improving. Our kids are being included. Challenge is the proficiency rates. This has been a moving target. Overall reading scores have come up. Goals are about 70-78 %. So these kids are not making AYP.

*SWD – ISAT Proficiency* is improving.

*Districts Met AYP for SWD* did not improve. Jean does not know what to do about this one. Judy questioned if they are looking for special education kids improving or if they are looking at improving to the rate we need to get the students to. Jean said a certain percent need to be proficient, and we are improving with students on proficiency. On child count, student eligibility changed from LD to Language Impaired because we want to get students in faster than going through the longer process. Autism is going up and Cognitive Impairment is remaining flat. AYP only tells us we are not making the national high bar as a group. Idaho is one of the lowest in the nation making AYP.

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*LRE – Included > 80% of the day* is improving.

*LRE – Separate Settings* is improving. It is going down and is one of the lowest in the nation, which is good.

Separate Settings mean a different school off campus. Judy said an alternative school in a district is not considered Separate Setting. Jean clarified an alternative school in a district would be considered Separate Setting if it was a special education school. Referring to the PBIS presentation, Judy said special education student needs are not always in a general education setting. Jean pointed out that our goal is not entirely full inclusion because not all their needs can be met unless they also have special services. LRE does not work for all students. We want students included as much as possible, but also supported.

*Parent Survey Scored Opportunity for Participation above the Gold Standard* is improving. The standard set on this is a HIGH standard.

Melanie asked how we use this data. Jean said we need to look at 5 years of data. We would like parents to fill out survey at annual IEP meeting so we get the data at that time.

Matt brought up the fact that parents were answering the survey for the previous school year, and it may be skewed because it is now the current year, and the quality of experiences now may be different than the previous year. This may result in the parent not answering the question right. Also, parents were confused with the survey being initiated by a Florida company.

Jean said we must report this parent survey to the Feds. For the whole state we only received 527 responses out of 3000 surveys sent. People may have moved or may be indifferent. She wants parents to be able to answer survey questions that allow them the opportunity to explain/comment.

Melanie asked if the Feds have been open to our comments. Jean commented we need continuity between the survey questions and what additional questions we want to ask. We need suggestions from SEAP too.

Matt said we don't use the survey for systemic improvements and practices because of how the survey is done and because the survey is used only to meet a federal mandate. Jean has given the survey data to Keith Allred at BSU for his graduate students.

Jean mentioned a good practice in Colorado where they give packets with critical information to parents when the student first comes into special education and tells them to file their IEP in the packet.

*Racial Disproportionality in Special Education due to inappropriate Policies, Practices, or Procedures* is improving. We've had problems in this area with districts not using correct policies, practices, or procedures.

*Percent of Early Childhood Transitions from Part C to Part B by Age 3* is improving. The child comes from the infant toddler program (Health and Welfare) into the school district. We are up to 98% on timeliness.

*Percentage of Initial Eligibilities Completed Within 60 Days* is improving.

*Secondary Transition: Percent of Students with Measurable Post School Goal & Transition Services to Meet Goal* is improving. The student must have measurable post school goal by 16<sup>th</sup> birthday. This is the biggest need of ours in the State.

*Post School Outcomes Baseline* was based on 527 surveys completed. This was the first year to get this data, so it is a baseline. The Feds want students enrolled in college. Dennis mentioned it should include special education kids, and Jean confirmed we have special education. A good graduate student project would be to pull out the special education data.

*Timely Correction of Noncompliance* is improving. This allows 365 days to fix on an individual student level and a system level.

Amanda had a question on the data relating to IEPs and 504s. Jean explained we are counting students on IEPs, not 504s with perceived disabilities.

Judy shared that it might be helpful for the SEAP panel to have a focus area to improve the survey.

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**Panel Recommendations**

Jodi Schilling  
*SEAP Chairperson*

Jodi asked what recommendations Jean would like the panel to give on the survey. Jean would like the recommendations to be what questions the parents may want the opportunity to answer.

Judy asked if we had reviewed the survey results from the Fed. Matt said he had looked at it. It was very cumbersome with 50 pages to analyze. Jodi remembered Joan McMillan, a previous panel member, going over a similar survey.

Jean suggested Matt pull out questions from the APR (Annual Performance Report). All but 3 questions need to be positive in order to be included in the survey.

Jodi asked if our panel could make a recommendation regarding inaccurate data. Jean said we need to work on the data collection internally, who processes the data, and on when to utilize the data.

Judy asked if there were things going on at the Federal level to improve survey. Jean said there was not, but the Feds are giving us latitude to make it work for us.

Matt brought up that he has survey questions for the panel to see, along with activities we've done from 2006 plus projected activities.

Jean stated we can follow-up with parents, work with consultants, and help districts better inform the parents. Overall, charter school parents are happier because they have chosen the schools for their students.

**Election of Executive Committee**

Jodi Schilling  
*SEAP Chairperson*

Chairperson Jodi Schilling's position for the 2010-2011 year has come to an end. According to the By-laws, the Vice-Chairperson assumes the office of Chairperson. Therefore, Vice-Chairperson Judy Randleman is the Chairperson for 2011-2012.

A new Vice-Chairperson and Secretary needed to be elected from the SEAP membership. Judy nominated Tom Falash for Secretary (via email). Tom accepted the nomination (via email). Judy nominated Amanda Holloway for Vice-Chairperson. Amanda accepted the nomination.

A secret ballot was taken. The voting was unanimous for:  
Amanda Holloway – Vice Chairperson  
Tom Falash – Secretary.

**Lunch**

**Presentation**

Matt Hyde  
*Parent Involvement Coordinator*

Matt presented a plaque to Jodi Schilling in appreciation of her support, dedication, and leadership as Chairperson of SEAP for 2010-2011.

Matt presented a Certificate of Appreciation to Judy Randleman in recognition of her contributions and service as Vice-Chairperson of SEAP for 2010-2011.

Judy invited Jodi to continue to serve on the SEAP panel, and Jodi indicated her desire and interest to serve another term.



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**Legislative Update**

Richard Henderson

*Special Education Director*

Rich gave us the Idaho Legislative updates. For the Students Come First legislation, all 3 bills passed:

- SB1184 – Modernization and Reform
- SB1108 – Labor and Entitlements
- SB1110 – Pay for Performance.

The next important thing is to determine how we implement this.

Here are the dates and regions scheduled for the 2011 Post-Legislative Tour with Dr. Marybeth Flachbart and Superintendent Tom Luna:

- Monday, April 25: Boise (Region 3)
- Tuesday, April 26: Idaho Falls (Region 6)
- Wednesday, April 27: Pocatello (Region 5)
- Thursday, April 28: Twin Falls (Region 4)
- Monday, May 2: Coeur d'Alene (Region 1)
- Tuesday, May 3: Moscow (Region 2)

There are 3 trailer bills. We can forward House Bill updates to the SEAP members when the updates are sent to us.

- HB 335 clarifies provisions to be negotiated and provisions which are null and void. Trustees must use their last good faith offer when establishing compensation for professional employees. All 3 bills have an emergency clause attached to the bill to prevent start-stop, start-stop action. It allows the bill to be in full force and effect, allowing us to go forward and be immune for re-call or petition action to be put on ballot in 2012.
- HB 336 relates to pay for performance, hard to fill positions and leadership awards.
- HB 315 relates to reduced enrollment and the 99% rule. With declining enrollment, the floor is reduced from 99 to 97, and the legislators are trying to get that undone so there will be no floor for 2012. The Superintendents are concerned the most on this.

The Idaho Assistive Technology (AT) Project is funded through a federal grant to provide assistive technology services to students with disabilities. We are one of a few states granted AIM Accessible Instructional Material. Janice wrote the application for this, and she is the project manager for AIM.

Judy asked if Rich knew the status of Federal funding. Rich has not heard any solid figures specifically. His guess is that we would stay close to what we were last year at 56 or down a little to 53. We can only estimate right now until the Federal government gets their budget figured out. After Friday, some Federal entities may be shutting down. At SDE, we are minimizing and prioritizing administration costs as much as possible.

Judy asked where we are on the Maintenance of Effort. Rich shared that some individuals wanted to apply for an MOE waiver for SDE, H&W, etc., but the decision was made not to do that. They didn't see the benefit, and it was only a 1 year waiver.

Rich said ARRA funds are gone.

We are setting parameters, and the rest are opportunities for districts to be creative on what they want to do. The basic calculation is for every dollar received, we need a certain number of special education dollars. We are looking at the relationship between the general education program and the special education program. Special education students are seen as general education students too. For MOE, we need something done about this, as do other states.

The OSEP contacts need to discuss MOE with Lester and Rich. The MOE questions will be posed on Friday. We want to change the formulas around MOE to allow some flexibility.

Overall, we are holding about the same with diagnosis in special needs kids. An earlier diagnosis of Autism results in a higher Autism rate. In the next phase, we will see a shakeout in Autism and Mental Retardation. Asperger's will go away and go into the Autism Spectrum. IQ scores are being replaced by adaptive ratings.

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Judy asked what SEAP should look at next year to coordinate and work in a direction Rich would like to see.

1 - Rich would like to see a voice from SEAP on blending and collaboration of services under SASI (Division of Student Achievement and School Improvement). We have an opportunity for technical assistance from Federal advisors and for overlap of Title I and SSoS (Statewide System of Support). Rich would like Idaho to have a service delivery model for special education students.

Matt mentioned other programs, such as school improvement plans. The schools need to write plans and needs assessments, and people need to know the programs they are using because of overlap. We have the opportunity to model what our expectations are in aligning programs. There needs to be communication improvements between Special Education teachers and LEP (Limited English Proficient) teachers. We need to remove silos and to align efforts for positive outcomes.

Karen would like to have the Homeless included in this realignment. There are more homeless students than migrant students. Homeless students are part of the at-risk group and need to be a part of that collaboration.

Jodi mentioned the Fruitland Special Education Director is taking on the Title I program.

Both Amanda and Judy will represent SEAP at the Committee of Practitioners meeting at the Title I conference tomorrow (April 6).

2 - Rich would also like SEAP to be part of the OSEP (Office of Special Education Programs) monitoring visit. During the first days of the visit, OSEP will look at our monitoring and compliance indicators, dollars, then practices and procedures. During the last 2 days, OSEP will go into a mediated meeting with the State and OSEP. The State will choose what they want to have as a plan to affect a specific indicator. The meeting includes State representation, OSEP representation, and a third person as Facilitator. Rich would like SEAP representation at those final 2 days of the OSEP visit.

**Special Education Update**  
Richard Henderson  
*Special Education Director*

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Rich gave us a Special Education update for SEAP with a PowerPoint presentation *Special Education Advisory Panel 04-05-2011*.

He covered *New Faces in the Department*, the *Familiar Faces*, and *The Real Heroes* (the support staff) slides.

*One Division – One Vision* is needed for a positive effect on the student in the classroom and includes:

- State Department of Education
- Stakeholders, School Board Members, Parents, and Community
- Superintendents
- Central Office Support
- Building Leadership
- Professional Learning Communities
- Core of Students, Teachers, Content.

*Priorities* of the State Department of Education include:

- Clear and Consistent Communication
  - Emphasizes consensus, buy-in, standardization, and collaborative partnerships
- Depth not Breadth
  - Prioritizes projects based upon need and driven by data
- Meeting Policy through Practice
  - Honors the practice and decision making of the local IEP Team.

Rich covered *Our Past Performance* of 20 compliance indicators and performance indicators. About 10.1% of the student population are students with disabilities. Rich brought up the breakdown of languages in Idaho given at ELL (English Language Learners) instruction conferences across the country. Number 1 was Hispanic; number 2 was Other because of the high number of refugee centers in Idaho which include different languages.

# SEAP Meeting Summary

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#### ‘Good’ Indicators meeting Target:

- 2 Dropout Rate
- 4 Suspension and Expulsion
- 5A LRE Removed < 21%
- 8 Parent Involvement
- 15 Correction of Noncompliance
- 17/18 Dispute Resolution

#### ‘Just Missed It’ Indicators just missing Target:

- 5B LRE
- 5C LRE
- 11 Initial Eligibility
- 12 EC Transition

#### ‘We need to talk’ Indicators below Target:

- 1 Graduation
- 3A District Making AYP – Achievement
- 3C Performance – Reading
- 3C Performance – Math
- 9 Disproportionality – Program
- 10 Disproportionality – Disability Category
- 16 Compliant Timelines
- 19 Mediation Agreements

*Student Performance* is a top priority, specifically on Indicator 3A which focused on performance and participation of students with IEP’s on Statewide Assessments.

#### *Next Steps* include:

- Collaborative approaches with SDE, CB’s, RC’s, SPED-CB’s, district leaders
- Enhancement of leadership capacity and skill
  - Special Education students are General Education students
  - A successful Special Education program is built upon a successful General Education program
- Availability of resources and supports
  - Materials that are consistent, easy to use, and instantly accessible
  - Knowledgeable contacts.

Rich covered the *SDE Organization Structure* and *SDE Flow Chart* slides. Special Education Capacity Builders are like district Capacity Builders but focus on a program for Special Education students. Regional Coordinators and Central Office Coordinators work directly with District Directors.

*Collaborative Approaches* involve collaboration between Area, Central Office Coordinator, and Regional Coordinator. For example:

Early Childhood	Shannon	Jimelle and Robin	
Secondary Transition	Janice & Jean	Alison, Beth, and Kelly	
Secondary Transition APR Activities	Janice	Alison, Beth, and Kelly	
Secondary Transition	Janice	Alison, Beth, and Kelly	SPED Capacity Builders

*Availability of Resources and Supports* involve a partnership between the Special Education Director, Capacity Builders, Regional Coordinators, Central Office Coordinators, and SESTA (Special Education Statewide Technical Assistance).

- **SESTA** will be our warehouse for training in statewide initiatives. SESTA provides clear communication, depth, and a process involving logistics and coordination. Special Education vetting is handled through SESTA, as well as Program vetting and Legal vetting.
- **SASI** (Student Achievement and School Improvement) division reviews all proposals to align with other SDE projects.
- **Regional Coordinators** are taking on increased Leadership and focusing on Specializations.
- **Special Education Capacity Builders** focus on:
  - Leadership capacity, smaller scale, time constraints, school improvement, admin level.
- **Special Education Regional Coordinators** focus on:
  - State and district capacity, broader scale, no time constraints, performance and compliance, all levels.
- **Idaho Training Clearinghouse** website links school professionals and parents with special education training opportunities and resources.

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- **SESTA contacts** are Gina Hopper and Carol Carnahan.
- **ISEE** (Idaho system for Educational Excellence), the state's data analysis system, provides teachers, principals, and superintendents with performance data, reports, and each student's Digital Backpack.
- **Director of Special Education** Richard Henderson, 208-332-6806, [rhenderson@sde.idaho.gov](mailto:rhenderson@sde.idaho.gov)

Amanda asked if a person would contact a Regional Coordinator if he needed assistance. Rich confirmed. The Regional Coordinators have the knowledge base.

Matt commented that there have been a lot of positive changes over the past several years since Marybeth shared on Capacity Builders with SEAP.

Jodi appreciated the clear vision Rich gave on his role, direction, and purpose.

Judy said Rich answered many of her questions in his presentation.

Rich added improvements were made when he first came to SDE, and now he is meeting with panels to be included in planning for positive outcomes. It is one step at a time.

Matt said SEAP has a great opportunity to provide input and advice to Rich and SDE. Restraint and seclusion issues are pending at the Federal level.

**By-laws - Special Education Advisory Panel**

Jodi Schilling

*SEAP Chairperson*

It was decided to reschedule the review of the SEAP By-laws to the September meeting when new members would be attending.

**New Member Lists – Proposals**

Jodi Schilling

*SEAP Chairperson*

Matt pointed out that we need to fill the empty spots on the panel based on the By-laws. Once we receive and review all applications, we will send out appointment letters from Superintendent Tom Luna prior to July 1. New member proposals were discussed:

- Donna Farmer – Easter Seals-Goodwill  
Donna's application has been received. Donna applied for a state contract dealing with Medicaid children's redesign. In addition, she is a parent of a special needs child.
- Margaret Gross - Casey Foundation  
Judy was expecting Margaret to send her application to us.
- Mike Gibson - Boise State Disability Services Coordinator
- Contact from Keith Allred – Boise State Department Head for SPED program  
Keith has a possible contact for us.
- Beth Eloee-Reep – Special Education Regional Consultant (SE)
- Corinna Stiles – DRI  
Amanda recommended this person.
- Cami Smith – Boise State  
Amanda thought Tom Falash had mentioned Cami Smith from Boise State.
- Tom Falash's contacts
- Contact from CDHD or AT project
- Contact from Gooding  
Dennis suggested representation from Gooding.

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- Glenda Rohrbach's replacement – Idaho Juvenile Corrections Center  
Matt mentioned we need someone to replace Glenda from her agency since she has been unable to attend this past year.
- Student from BSU  
Judy suggested this.

**Summarize Discussion**

Jodi Schilling

*SEAP Chairperson*

Judy gave her feedback through the questions she asked throughout the meeting.

Jodi recommended improvements be made on the parent survey and the data collection.

Dennis suggested:

- Providing advice in a timely manner by the panel
- Identifying different ways to get information as opposed to giving surveys
- Getting more SEAP members
- Scheduling SEAP meetings in other areas of the state
- Hearing less about money and more about special education needs.

Since SEAP is open to the public, Judy suggested including the SEAP meeting in Melissa McGrath's weekly update, such as 3 weeks before meeting. Judy also recommended IPUL (Idaho Parents Unlimited) advertise this meeting.

Matt recommended we dedicate a portion of our meeting to public input. If SEAP was meeting in another town, we would want to reach out to people in that area to come to the meeting.

Judy commented that we should be getting members from around the state. We could ask the Regional Coordinators to help us with contacts.

Amanda had concerns with not making AYP (Adequate Yearly Progress) that Jean spoke about. She asked how SEAP can advise SDE to help parents become more educated. She suggested including a user-friendly flyer with the IEP (Individual Education Plan).

**Identify Action Items**

Jodi Schilling

*SEAP Chairperson*

Seeking potential SEAP members was discussed as an important priority to expand the panel's membership and representation. Dennis updated us that he is moving to Montana and will no longer be available as a SEAP member. It was agreed that people need to be contacted as soon as possible so they can submit their applications. SDE needs them prior to June 15<sup>th</sup>, preferably in May. Amanda:

- Contact Corinna Stiles from DRI
- Contact others.

Judy:

- Send Margaret Gross's application to Jan
- Contact people
- Ask Glenda Rohrbach for name of person who will be her replacement
- Contact Keith Allred to get his person's application submitted
- Ask Tom Falash for his names of potential members.

**Review 2011-2012 Schedule**

Jodi Schilling

*SEAP Chairperson*

The Meeting Schedule for 2011-2012 and Agendas will be decided upon at the June 2011 Executive Committee Meeting.

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**Title I Conference**

Jodi Schilling

*SEAP Chairperson*

Judy Randleman will be attending the Title I Conference on Wednesday and Thursday.

Jodi is attending Thursday.

Amanda is attending Wednesday and Friday for a special session.

**Executive Committee Meeting**

*Jodi Schilling - Chairperson*

*Judy Randleman – Vice Chairperson*

Jodi, Judy, Amanda, and Matt met for a brief Executive Committee Meeting to schedule the June meeting.

June 2011 Executive Committee Meeting was scheduled for June 7, 2011.

June 2011 Executive Committee Meeting Agenda (partial) was proposed:

Morning:

2010-2011 Annual Report

Afternoon:

Meeting Schedule for 2011-2012

Meeting Agendas for 2011-2012